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## OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501  
HELENA MT 59620-2501  
[www.metnet.state.mt.us](http://www.metnet.state.mt.us)  
(406) 444-3680  
888-231-9393

Linda McCulloch  
Superintendent

### **Montana Statewide Student Assessment Reporting School Year 2000-2001 Student Assessment Rule 10.56.101, ARM**

#### **Reporting Requirements**

The Board of Public Education Administrative Rule 10.56.101 requires Montana accredited schools to administer a single system of state-level assessments in grades four, eight, and eleven in reading, language arts, math, science and social studies. The first single statewide test was given in March of 2001. Districts, schools, and the Office of Public Instruction receive the scores, and the Office of Public Instruction compiles and reports the statewide results.

In the past, Montana schools selected one of three different tests; compilation of data from three tests required massive data coding and compilation and prevented complete comparability of some data and scores. Since all students took the same tests in 2001, more accurate comparability and a clearer picture are now possible. Students in grades four and eight took Form A of the Iowa Tests of Basic Skills (ITBS); students in grade eleven took Form A of the Iowa Tests of Educational Development (ITED). These are new forms of the tests and were recently normed. The test scores for 2001 will serve as baseline data for the state, districts, and schools.

The Office of Public Instruction and districts received the results in the middle of August. Since that time, Office of Public Instruction analysts have been preparing the data for use in reports and assisting districts. An advantage of the statewide test is the ability to disaggregate the data into specific groups to enable a closer look at their achievement and progress.

## Student Participation in Testing

The Board of Public Education Administrative Rule 10.56.101 (7) requires that all students participate in the state-level assessments. Students with disabilities or limited English proficiency (LEP) shall participate using the approved assessments unless it is determined that a student's progress toward the content standards cannot be adequately measured with the approved assessments even when provided accommodations. Those students are provided alternate assessments. The information regarding participation is disaggregated into students without disabilities, students with disabilities, and the total number of students. Finally, the percent of overall participation is calculated.

	<b>Students Without Disabilities</b>	<b>Students With Disabilities</b>	<b>Total Tested</b>	<b>Spring Enrollment*</b>	<b>Percent of Enrolled Tested</b>
Grade 4	10,383	1,118	11,501	11,689	98.4%
Grade 8	10,957	1,196	12,153	12,511	97.1%
Grade 11	10,294	745	11,039	11,931	92.5%
Total	31,634	3,059	34,693	36,131	96.0%

- Of the 3,059 students with disabilities tested, 247 participated in the alternate assessment.
- Students that were home-schooled were removed from these counts (41 total count).

## Confidentiality

Federal and state statutes protect the privacy of certain student records, including test results. The federal Family Educational Rights and Privacy Act (FERPA) and the Montana privacy statutes require certain student information be protected and used only by those persons who have a direct educational responsibility for that student's instruction. The OPI policy limits release of protected student information in instances where release of that information would identify a particular student.

## National Percentile Rank

The National Percentile Rank (NPR), on a scale from 1-99, indicates the percent of Montana students who scored at or above the national norm. This national norm group of all students is used as the basis of comparison for Montana students in each of the three categories below. The Iowa Tests are achievement tests; the NPR for the Iowa Tests is a status score and is most useful in comparison with the national norm group.<sup>1</sup> It is also an appropriate score to consider in the first year of a new test form and a single test statewide. The following table shows subject area test results according to grade level (4, 8, and 11), and students with and without disabilities and all students.

	<b>Students without Disabilities</b>	<b>Students with Disabilities</b>	<b>All Students</b>
<b>Grade 4</b>			
Reading	70	30	67
Math	63	30	61
Language Arts	70	30	65
Science	70	46	68
Social Studies	68	39	67
<b>Grade 8</b>			
Reading	65	24	61
Math	63	20	58
Language Arts	63	20	58
Science	68	34	65
Social Studies	65	30	61
<b>Grade 11</b>			
Reading	70	25	67
Math	67	24	63
Language Arts	67	25	65
Science	73	34	70
Social Studies	70	32	68

Montana students in grades 4, 8, and 11 scored consistently above average in all subject areas. Their performance was especially noteworthy in the subjects of reading, science, and social studies.

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<sup>1</sup> A student's percentile rank shows the student's relative position or rank in a group of students who are in the same grade and who took the tests at the same time of year as the student. A student's national percentile rank (NPR) is the student's standing as compared to a large, representative sample of students in the same grade for the entire nation.

## National Stanines

The National Stanines (NS) indicate proficiency levels on a scale from 1-9. Stanines are used to identify the distribution of students scoring at different levels of a standardized test. For purposes of reporting student proficiency levels, Montana has arranged the nine stanines into four broader performance categories.

<b>Stanines</b>	<b>Proficiency Level</b>
1-3:	Novice
4:	Nearing proficiency
5-7:	Proficient
8-9:	Advanced

The tables on the following pages show the national norm for each performance category and the percent of Montana students performing within each performance category. Results are shown for each subject area by each grade level (4, 8, and 11), and for students with and without disabilities, and all students. Results for the small percentage of students tested on the alternate assessment scale are shown later.

Grade 4

	Grade	Subject	Novice	Nearing Proficiency	Proficient	Advanced
<b>National Norm</b>			<b>23%</b>	<b>17%</b>	<b>49%</b>	<b>11%</b>
Students without Disabilities	4	Reading	7%	10%	61%	22%
Students with Disabilities	4	Reading	40%	24%	32%	3%
<b>All Students</b>	<b>4</b>	<b>Reading</b>	<b>10%</b>	<b>11%</b>	<b>58%</b>	<b>20%</b>
Students without Disabilities	4	Math	9%	13%	61%	16%
Students with Disabilities	4	Math	43%	22%	34%	2%
<b>All Students</b>	<b>4</b>	<b>Math</b>	<b>13%</b>	<b>14%</b>	<b>59%</b>	<b>14%</b>
Students without Disabilities	4	Language Arts	7%	12%	60%	21%
Students with Disabilities	4	Language Arts	40%	28%	30%	2%
<b>All Students</b>	<b>4</b>	<b>Language Arts</b>	<b>10%</b>	<b>14%</b>	<b>57%</b>	<b>19%</b>
Students without Disabilities	4	Science	7%	9%	61%	24%
Students with Disabilities	4	Science	20%	20%	52%	8%
<b>All Students</b>	<b>4</b>	<b>Science</b>	<b>8%</b>	<b>10%</b>	<b>60%</b>	<b>22%</b>
Students without Disabilities	4	Social Studies	8%	11%	54%	26%
Students with Disabilities	4	Social Studies	28%	24%	42%	6%
<b>All Students</b>	<b>4</b>	<b>Social Studies</b>	<b>10%</b>	<b>13%</b>	<b>53%</b>	<b>24%</b>

Grade 8

	Grade	Subject	Novice	Nearing Proficiency	Proficient	Advanced
<b>National Norm</b>			<b>23%</b>	<b>17%</b>	<b>49%</b>	<b>11%</b>
Students without Disabilities	8	Reading	9%	12%	60%	18%
Students with Disabilities	8	Reading	52%	22%	24%	2%
<b>All Students</b>	<b>8</b>	<b>Reading</b>	<b>14%</b>	<b>13%</b>	<b>57%</b>	<b>16%</b>
Students without Disabilities	8	Math	12%	15%	57%	16%
Students with Disabilities	8	Math	59%	21%	19%	1%
<b>All Students</b>	<b>8</b>	<b>Math</b>	<b>17%</b>	<b>15%</b>	<b>53%</b>	<b>15%</b>
Students without Disabilities	8	Language Arts	9%	14%	62%	14%
Students with Disabilities	8	Language Arts	61%	24%	15%	0%
<b>All Students</b>	<b>8</b>	<b>Language Arts</b>	<b>14%</b>	<b>15%</b>	<b>58%</b>	<b>13%</b>
Students without Disabilities	8	Science	7%	11%	62%	19%
Students with Disabilities	8	Science	37%	24%	37%	3%
<b>All Students</b>	<b>8</b>	<b>Science</b>	<b>10%</b>	<b>12%</b>	<b>60%</b>	<b>18%</b>
Students without Disabilities	8	Social Studies	10%	14%	58%	18%
Students with Disabilities	8	Social Studies	41%	27%	29%	3%
<b>All Students</b>	<b>8</b>	<b>Social Studies</b>	<b>13%</b>	<b>15%</b>	<b>55%</b>	<b>16%</b>

Grade 11

	Grade	Subject	Novice	Nearing Proficiency	Proficient	Advanced
<b>National Norm</b>			<b>23%</b>	<b>17%</b>	<b>49%</b>	<b>11%</b>
Students without Disabilities	11	Reading	7%	12%	59%	23%
Students with Disabilities	11	Reading	48%	27%	24%	2%
<b>All Students</b>	<b>11</b>	<b>Reading</b>	<b>10%</b>	<b>13%</b>	<b>56%</b>	<b>21%</b>
Students without Disabilities	11	Math	9%	11%	62%	19%
Students with Disabilities	11	Math	52%	25%	22%	1%
<b>All Students</b>	<b>11</b>	<b>Math</b>	<b>12%</b>	<b>12%</b>	<b>59%</b>	<b>17%</b>
Students without Disabilities	11	Language Arts	7%	13%	62%	18%
Students with Disabilities	11	Language Arts	45%	33%	22%	1%
<b>All Students</b>	<b>11</b>	<b>Language Arts</b>	<b>10%</b>	<b>14%</b>	<b>60%</b>	<b>17%</b>
Students without Disabilities	11	Science	8%	8%	61%	23%
Students with Disabilities	11	Science	38%	21%	39%	2%
<b>All Students</b>	<b>11</b>	<b>Science</b>	<b>10%</b>	<b>9%</b>	<b>59%</b>	<b>22%</b>
Students without Disabilities	11	Social Studies	6%	10%	63%	21%
Students with Disabilities	11	Social Studies	36%	30%	32%	2%
<b>All Students</b>	<b>11</b>	<b>Social Studies</b>	<b>8%</b>	<b>11%</b>	<b>61%</b>	<b>20%</b>

Using Montana's performance categories, compared to the national norm, Montana has:

- A higher percentage of students scoring in the proficient and advanced categories and;
- A smaller percentage of students scoring in the novice and nearing proficiency categories.

This pattern is remarkable across all grades and all subject areas.

### **Alternate Assessment Performance Results**

Alternate assessment is a method of measuring the performance of students with disabilities and students with Limited English Proficiency (LEP) who, even with accommodations are unable to meaningfully participate in the statewide norm-referenced test. Out of over 3,000 students with disabilities who participated in the assessment system, fewer than 250 (less than one percent) used the alternate assessment. The alternate assessment consists of a rating scale of a student's performance on state standards that is completed by the student's teacher. Raw scores are used, and the total raw score varies among subject areas. The performance levels are assigned based on the total raw score achieved in each subject area.

For consistent reporting, the four categories of the alternate assessment will be used with the novice extension scores rolled into the novice category. The subject area results are arranged by subject area tests and by grade (4, 8, and 11).

N=247	<b>Novice</b>	<b>Nearing Proficiency</b>	<b>Proficient</b>	<b>Advanced</b>
<b>All grades</b>				
Reading	73%	18%	7%	2%
Math	77%	17%	6%	1%
Language Arts	71%	26%	3%	
Science	83%	15%	2%	
Social Studies	89%	11%		
<b>Grade 4</b>				
Reading	64%	23%	9%	3%
Math	81%	14%	5%	
Language Arts	77%	21%	2%	
Science	83%	16%	1%	
Social Studies	90%	10%		
<b>Grade 8</b>				
Reading	77%	17%	6%	
Math	57%	26%	15%	2%
Language Arts	63%	33%	4%	
Science	68%	27%	5%	
Social Studies	85%	15%		
<b>Grade 11</b>				
Reading	87%	9%	4%	
Math	85%	15%		
Language Arts	68%	29%	3%	
Science	92%	8%		
Social Studies	89%	11%		



**Information on the combined scores for each school will be posted on the OPI website by September 25. The following will be included:**

- An Excel spreadsheet with test scores by grade (4, 8, and 11) for each public school
- Test scores by grade (4,8, and 11) for each school district
- Test scores grouped by school size categories

**Information on the disaggregated scores will be available on the OPI website by November**

**1. The following will be included:**

- A finalized summary report showing test results by gender, race/ethnicity, and for students with and without disabilities
- An Excel spreadsheet file of state, district, and school data
- An Access database file of state, district, and school data

**Assisting Districts**

- The Office of Public Instruction is polling districts to determine if districts need assistance organizing the data they received. A survey is on the OPI website (<http://www.opi.state.mt.us/MontCas/CDROMDataSurvey.html>) and can be emailed to the OPI or printed and mailed or faxed.
- The Office of Public Instruction will provide disaggregated data to districts by October 22. Districts will have an opportunity to review this data prior to a November 1 public release. The disaggregated data report will include:
  - State data
  - Specific district data
  - School data for schools in that district

Linda McCulloch  
Office of Public Instruction  
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